DOCUMENT RESUME

ED 351 886 FL 020 767

AUTHOR	Mainous, Bruce H.
TITLE	Instructional Materials in Spanish for Agriculture. Final Report.
INSTITUTION	Illinois Univ., Urbana. Language Learning Lab.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	15 Aug 84
CONTRACT	G008102568
NOTE	56p.; For related documents, see ED 253 071-073.
AVAILABLE FROM	Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, IL 61801 (cassettes).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Agriculture; Audiotape Recordings; *Computer Assisted Instruction; Courseware; Dialogs (Language); Instructional Materials; *Languages for Special Purposes; Material Development; Reading Materials; Second Language Instruction; *Spanish; Technical Assistance; Videotape Recordings
IDENTIFIERS	*Latin America

ABSTRACT

A federally funded project to develop Spanish for Agricultural Purposes, a set of instructional materials for agricultural specialists planning to work in Latin America, is reported. The materials are intended for use by individuals with at least a year's college-level study of Spanish. They include: a series of authentic readings, each with an English-Spanish glossary; lesson-related dialogues in print and on tape for language laboratory use; interactive audio exercises for practice in colloquial expressions, language manipulation, and self-expression; a workbook; a computer-assisted component to support and complement the print and audio lessons; and videotape of 48 3-minute episodes featuring a North American agricultural specialist in interactions with native speakers of Latin American Spanish in a variety of agriculture-related contexts. The 12 instructional units have the following topics: agriculture (general); sugar; cereals; geography; forestry; animal husbandry (two units); soybeans; agricultural economics; poultry raising; swine farming; and some food crops. The report lists the unit titles, reading selection titles and sources for each, organization of exercises in the accompanying manual, summaries of videotape episodes, lesson structure and general programming information about the computer component, including algorithms and 16 sample screens, and information about project personnel, finances, copyrights, and distribution. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351886

Author: Mainous

FINAL REPORT

August 15, 1984

INSTRUCTIONAL MATERIALS IN SPANISH FOR AGRICULTURE

U.S. Department of Education Grant No.: G008102568
U.S. Department of Education Project No.: 017AH10056

Grantee: University of Illinois at Urbana-Champaign
(Language Learning Laboratory of the School of Humanities)

Project: Production of instructional materials in Spanish for agricultural specialists

Produced by: The Language Learning Laboratory of the School of Humanities of the University of Illinois at Urbana-Champaign, in collaboration with faculty in Spanish and in Agriculture

Language Learning Laboratory
University of Illinois at Urbana-Champaign
G70 Foreign Languages Building
707 South Mathews
Urbana, Illinois 61801

Telephones: (217) 333-9776
(217) 333-1719

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL020767

BEST COPY AVAILABLE

Spanish for Agricultural Purposes is a set of study materials designed to furnish experience in Spanish for the particular use of North American agriculturalists preparing to work in Latin America. It is not a course for beginners, but assumes a level of Spanish equivalent to that acquired after a year's study of college Spanish.

These materials were developed with the aid of a grant from the U.S. Department of Education. The proposal for such a grant came from the Coordinating Council on Languages for Special Purposes, a small group based mainly in the School of Humanities in the College of Liberal Arts and Sciences of the University of Illinois at Urbana-Champaign. At the same time, the idea was discussed and counsel provided in the "Perkins Commission Committee," appointed by the Director of the University of Illinois Office of International Programs and Studies to consider the report of the President's Commission on Foreign Languages and International Studies.

The proposal for Spanish for Agricultural Purposes was included in a broader proposal written by the Coordinating Council, offering to develop study materials for three different areas in five different languages: courses in French, Portuguese, and Spanish for Agriculture; in French, German, and Japanese for Commerce; and in German, Japanese, and Spanish for Engineering. A special character was lent to the proposal by the fact that the projects would be carried out in the School of Humanities' Language Learning Laboratory, making use of available technology in the three modes of audio recordings, video recordings, and computerized instruction.

In due time, a call was received from the U.S. Department of Education with the information that most of the proposal would not be funded, but that the need for agricultural Spanish was "crucial." With the acceptance of this

charge, work on the project got under way in the Language Learning Laboratory in October 1981.

As outlined in the proposal, a working committee was composed of a linguistics specialist, an agricultural specialist, the director of the Language Learning Laboratory who served as principal investigator and chair of the committee, and research assistants. Supporting the working committee was the technical staff composed of the heads of the Language Learning Laboratory Divisions of Audio-visuals, Video, Computerized Instruction, and Technical Services, respectively. Budgetary control and personnel management for all phases of the project were furnished by the Secretary/Business Manager of the Language Learning Laboratory.

Obviously, the adjective "crucial" was used by the USDE spokesman with the needs of Latin America in mind. With a rapidly *increasing* rate of population growth (three-to-one that of the rate of the "Anglo" population of the United States; example: in 30 years, from 1950 to 1980, the population of Mexico tripled) and a *declining* rate of production of food and fibers, the need for movement on the agricultural front in Latin America is indeed crucial. The situation is not helped by geography: much of the territory sprawls between the Tropic of Cancer and the Tropic of Capricorn, and while North Americans may perceive the tropics as an area of luxuriant plant life, factors such as the lack of long daylight hours may actually impede the growth of such nutritive mainstays as wheat and soybeans, so highly prized in temperate climes.

The one advantageous handhold on this massive amorphous problem is that of language.

The broad band of bilingual population in our Southwestern states represents the northern edge of a continuous, contiguous, Spanish-speaking territory

stretching to the southeast across Mexico, Central America, down the western side of South America and to within a few hundred miles of the South Pole, the most extensive area on the globe where one language is spoken and understood from one end to the other.

The task of the working committee, following the objectives outlined in the proposal, was to develop and produce study materials suitable for both classroom instruction and self-study, and which would prepare the North American agricultural specialist to function in working situations in Latin America.

With classroom instruction scheduling in mind, the committee aimed at producing material for a one-semester course, with accompanying language laboratory material. Thus, the *Basic Manual* consists of twelve lesson units, each lending itself to a week's scheduling for a class meeting three or four hours a week. In addition, there are two test units and a grammar review section. Bearing in mind also the charge to provide for varying degrees of self-study, keyed answer sheets are furnished for all exercises.

The complete set of materials consists of (1) a *Basic Manual*, built around specimens of agricultural writing in Spanish, with exercises; (2) an audio component, consisting of audio cassettes with accompanying workbook; (3) a video component composed of original videotaped interaction scenes, and supplied with a printed copy of the spoken dialogue; (4) a computerized reading course on the PLATO® system;[1] (5) three supplementary slide-cassette lessons for the language laboratory.

The audio recordings reproduce in sound the readings and dialogues of the *Basic Manual* and also provide active laboratory exercises; the PLATO program

---

[1]The PLATO® system is a development of the University of Illinois. PLATO® is a service mark of Control Data Corporation.

utilizes a selection of twelve of the readings from the *Basic Manual*. The video component is independent of the other modes, and can be used without them or in combination with the other modes for a well-balanced professional language experience.

Addressing the need for materials suitable for individual use and self-study, and considering that some of the media for which we have composed materials are more accessible than others to potential users, we have not composed a tightly-bound, monolithic course which must be used in its entirety or not at all, but have so arranged the materials that the various components mentioned above can be used all together or separately, and in various combinations. Thus, for advanced students, the video series could be used alone; others might use the *Basic Manual* in combination with the audio component, while students with access to the PLATO system have available several hours' instruction in reading without referring to the other elements of the course.

From the first, authenticity of materials used was a major concern. With the exception of certain introductory passages, the reading selections presented were written by Hispanic agricultural professionals, with most of the readings selected from articles appearing in scientific and professional agricultural journals. It is around these reading selections that the units in the *Basic Manual* are constructed.

A feature of the readings is the Spanish-English glossary placed for ease of access below the reading text on each page.

For the accompanying language laboratory experience, the reading selections and the lesson dialogues are recorded in their entirety. In addition, there is a full program of interactive audio exercises affording practice in colloquial expressions, in language manipulation, and in self-expression. The

selection of locutions for self-expression followed the findings and recommendations in Wilkins, *Notional Syllabuses*.[1] A workbook accompanies the audio recordings.

Another type of language experience, concentrating on the development of the reading skill, is furnished by the computer (PLATO) component. For this, twelve of the reading selections were put into the computer and programmed with the locally developed "Interlinear Translator,"[2] which provides instant glossing, both literal and idiomatic, at the touch of a key, displaying the words in context, and eliminating the drudgery of thumbing through the vocabulary in the back of the book. There is also a provision for grammatical footnotes, for some of the more irregular forms.

Enlivening the computer lessons is the challenging series of pre- and post-tests provided for each reading.

The value of the PLATO program is intensified by the supporting material available on PLATO. The "AGSPAN" (designation of the PLATO computerized program) user may be routed at will into interactive grammar and syntax practice exercises, and into lessons on Spanish-American history and geography which provide helpful background precisions for our study.[3]

The video component is the most independent of the three modes, as the video lessons do not depend on the basic readings. The intention stated in our proposal to USDE, to make videotapes for cultural study by excerpting and anthologizing Spanish-American films, proved to be impractical because of

---

[1]Wilkins, D. A., *Notional Syllabuses*. Southampton, Oxford Press, 1976.

[2]The permission of the developer, Professor M. Keith Myers, to make use of this program is gratefully acknowledged.

[3]The authors, whose permission to utilize these materials is gratefully acknowledged, are Armando Armengol, Brian Dutton, Fernand Marty.

the difficulty of access to such material for this purpose. To borrow a French expression: "on a trouvé mieux."

As finally constituted, the video component consists of 48 three-minute episodes taped in the Language Learning Laboratory studios and on the farms of the University of Illinois College of Agriculture.

The idea of brief interaction scenes or episodes to transmit both language and cultural information arose from the concept of the "Cultural Assimilator" developed by Professor Harry Triandis of the University of Illinois Department of Psychology. The procedures for role-playing and the production of authentic functional language were developed by Tony Silva, Teaching Associate in the University of Illinois Division of English as a Second Language.

For the video project we were privileged to have the assistance of Ingeniero Félix Carvallo, doctoral candidate in Agricultural Economics, former agricultural extension agent in Mexico, and now professor of Agricultural Economics in Mexico, who introduced the series in a taped presentation, and who lent his counsel throughout the taping, as well as playing a role in some episodes.

In each episode, one of the roles is that of the North American agricultural specialist having to do business in Spanish America. The other roles are constant in being played by native speakers of Latin American Spanish, but vary in the parts played: Latin American bureaucratic worker, extension agent, village school mistress, wealthy landowner, farmer. We were most fortunate in the availability of authentic characters. Most of the role players were actually from the backgrounds suggested by the roles, and their presence at the University of Illinois at this time was in the nature of an interlude in careers very close to those depicted in the tapes.

A valuable feature of this material is the fact that, following the Silva method, no written script was used; no memorization of parts took place. The subject or theme of the episode was given to the duo or trio of role players, and they interacted and talked it out in natural language.

Only after the spoken language was on the tape did it appear as a printed script. The dialogue was transcribed, and forms the basis for the accompanying *Video Manual*, wherein the dialogue is reproduced and glossed, with colloquial idiosyncracies singled out and compared with standard professional language.

Thus, the video component can be used as a powerful reinforcement to the basic course, or it can be taught or studied as an independent set of lessons.

Having stated the original charge and the general lines of activity in the realization of the materials, we now continue with the details of the course content:

I. *Basic Manual*

A. General topics for the twelve basic units were conceived as follows:

I. Agriculture	VII. Animal Husbandry, II
II. Sugar	VIII. Soybeans
III. Cereals	IX. Agricultural Economics
IV. Geography	X. Poultry Raising
V. Forestry	XI. Swine Farming
VI. Animal Husbandry, I	XII. Some Food Crops

B. The following shows (1) the Spanish titles of each of the units listed above; (2) the titles of the reading selections in each unit; (3) the author(s) and previous organ of publication (if any) of the article or selection.

Unit I. La agricultura

Lectura I. El papel de la agricultura y ganadería en la economía general. By Professor William Curtis Blaylock, University of Illinois at Urbana-Champaign.

Lectura II. Por qué no llegaste hace 50 años? By Gloria Marsán. In: *Bohemia*, 23 de enero, 1981. (Bohemia, Apartado 6000/Avenida de Independencia y San Pedro/La Habana/Cuba.)

Unit II. El azúcar

Lectura I. El azúcar. By Professor William Curtis Blaylock, University of Illinois at Urbana-Champaign.

Lectura II. La industria azucarera en Puerto Rico. Adapted by Thomas Lundgren, University of Illinois at Urbana-Champaign, from articles in *Agricultura al Día*, Publicación Oficial del Departamento de Agricultura del Estado Libre Asociado de Puerto Rico, as follows: "Actividades de la Estación Experimental Agrícola relacionadas con la industria de la caña de azúcar, by Bernardo G. Capó; "La industria azucarera como factor de mejoramiento social en Puerto Rico," by Federico Torres Campo; "Cómo llegó la caña a Puerto Rico" (without name of author), Libros para el Pueblo, Núm. 1, Departamento de Instrucción Pública--División de Educación de la Comunidad. In: *Agricultura al Día*, Año XVII, Marzo-Junio 1971, Núms. 7 al 12.

Lectura III. De las regiones agrícolas de Mayagüez y Ponce: tienen éxito en el cultivo de la caña de azúcar. La mecanización de la industria azucarera. Adapted by Thomas Lundgren, University of Illinois at Urbana-Champaign, from the article of the same title (without name of author) in *Agricultura al Día*, Publicación Oficial del Departamento de Agricultura del Estado Libre Asociado de Puerto Rico, Año XVII, Marzo-Junio 1971, Núms. 7 al 12.

Unit III. Los cereales

Lectura I. Los cereales. By Professor William Curtis Blaylock, University of Illinois at Urbana-Champaign.

Lectura II. Trigo para el trópico. By M. Fonseca, B. Santiago y Ríos, and José Manuel, in *Agricultura Tropical*, Vol. XXIII, No. 1, Enero 1967, pp. 26-33. (*Agricultura Tropical*, Avenida Jiménez No. 7-25/Bogotá, Colombia.)

Lectura III. El granito de maíz. By Ricardo Cortés Tamayo and Alfredo Valdés, in *Calendario Mexicano 1976*, pp. 178-183. (*Calendario Mexicano 1976*, Publicación de CONASUPO [Compañía Nacional de Subsistencias Populares], Avenida Juárez No. 92/México, D.F., México.)

Unit IV. La geografía

Lectura I. Factores geográficos y climáticos. By Professor William Curtis Blaylock, University of Illinois at Urbana-Champaign.

Lectura II. El ámbito geográfico. By José Juan Arrom. From *Hispanoamérica: Panorama Contemporáneo de su Cultura*. New York: Harper and Row, Publishers, 1969, pp. 1-10.

Lectura III. Desarrollo agropecuario. From *Hispano Americano*, No. 2036, 11 de Mayo de 1981.

Unit V. La silvicultura

Lectura I. Estamos viviendo en la edad de la madera. From *AGROsíntesis*, Año XII, No. 571, Agosto de 1979, pp. 16-17.

Lectura II. Efectos del fotoperíodo en el crecimiento vegetativo de Pinus patula Schl. et Cham. y Pinus montezumae Lamb. Primera parte. By Ing. Fernando Patiño Valera. *Boletín Técnico No. 41*, Agosto de 1974.

Secretaría de Agricultura y Ganadería/Subsecretaría Forestal y de la Fauna/ Instituto Nacional de Investigaciones Forestales/México. Excerpts, pp. 7, 8, 25, 26, 27.

Lectura III. Efectos del fotoperíodo en el crecimiento vegetativo de Pinus patula Schl. et Cham. y Pinus montezumae Lamb. Segunda parte. Ibid., pp. 27-31; 51.

Unit VI. La ganadería, I

Lectura I. Características regionales de la ganadería de bovinos - México. Primera parte. By A. René Barbosa-Ramírez. *La Ganadería privada y ejidal: Un estudio en Tabasco.* México, D.F., Centro de Investigaciones Agrarias, 1974, pp. 25-28.

Lectura II. Características regionales de la ganadería de bovinos - México. Segunda parte. Ibid., pp. 28-30; 34-35.

Lectura III. Nota de investigación: Utilización del follaje de pino (pinus ponderosa) en la alimentación de vaquillas en crecimiento. By Enrique Sánchez G. and Ma. Guadalupe Bernal, in *Técnica Pecuaria Mexicana*, 34: 1978, pp. 91-94.

Unit VII. La ganadería, II

Lectura I. Ganadería a 4.000 metros. From *Hispano Americano*, No. 2038, 25 de mayo, 1981.

Lectura II. Producción de carne con pasto pangola (Digitaria decumbens) solo o asociado con leguminosas tropicales. Primera parte. By Ricardo Garza T., Alejandro Portugal G., and Andrés Alujas, in *Técnica Pecuaria Mexicana*, 35: 1978, pp. 17-19.

Lectura III. Producción de carne con pasto pangola (Digitaria decumbens) solo o asociado con leguminosas tropicales. Segunda parte. Ibid., pp. 19-21.

Unit VIII. La Soya

Lectura I. La soya. Adapted by María T. Rund from K. Hinson and E. E. Haitwig: *La Producción de Soya en los Trópicos.* Estudio FAO. U.S. Department of Agriculture, and from Luis H. Camacho et al.: *Curso de Producción de Soya*, Bogotá, Instituto Colombiano Agropecuario, 1980.

Lectura II. Algunas consideraciones sobre el mejoramiento genético de la soya en los trópicos. By Luis H. Camacho, in *Curso de Producción de Soya*, Bogotá, Instituto Colombiano Agropecuario, 1980, pp. 25-33.

Lectura III. INTSOY: Un centro mundial de investigaciones de soya para los años 80 y para el futuro. From *INTSOY Newsletter*, Urbana, Illinois, University of Illinois at Urbana-Champaign, Mayo 1982, No. 29.

Unit IX. Economía agrícola

Introducción. By Félix Carvallo and Philip García, University of Illinois at Urbana-Champaign.

Lectura I. Los problemas económicos de la agricultura en América Latina. By Félix Carvallo and Philip García.

Lectura II. La importancia de la comercialización en el desarrollo. By Philip García, University of Illinois at Urbana-Champaign.

Lectura III. (a) Políticas para mejorar la distribución del ingreso en la agricultura mexicana. (b) Mínimos de bienestar en el Sector Rural. By Félix Carvallo, University of Illinois at Urbana-Champaign.

Lectura IV. Planeamiento de la comunicación. By Octavio Cardona García, in *Curso de Producción de Soya*, Bogotá, Instituto Colombiano Agropecuario, 1980, pp. 503-510.

Unit X. La avicultura

Lectura I. Explotación de gallinas enjauladas en Colombia. By Enrique Alvárez, in *Agricultura Tropical*, Vol. XV, No. 12, Diciembre 1959, pp. 860-864.

Lectura II. Perspectivas del cruce de la raza Rhode Island Red con la raza White Leghorn. By Elena Trujillo, in *Revista de Avicultura*, Vol. 23, 1979, pp. 121-124.

Lectura III. Estudios preliminares en líneas de pavos. By Ofelia Godínez, in *Revista de Avicultura*, Vol. 23, 1979, pp. 117-120.

Unit XI. La ganadería porcina

Lectura I. El cerdo. By John Seymour, in *Guía práctica ilustrada para la vida en el campo*, Barcelona, Editorial Blume, 1979, p. 110.

Lectura II. El uso del banano en la alimentación de cerdos. By Hector Clavijo, Extensionista Agrícola, Santo Domingo de los Colorados, Ecuador. Upublished paper, n.d.

Lectura III. Los pastos en la alimentación porcina. By Germán González, Extensionista Agrícola, Santo Domingo de los Colorados, Educador. Unpublished paper, n.d.

Unit XII. Algunos cultivos alimenticios

Lectura I. Qué y cómo es el frijol. By Ricardo Cortés Tamayo and Alfredo Valdés, in *Calendario Mexicano 1976*, pp. 190-192. (*Calendario Mexicano*

1976, Publicación de CONASUPO [Compañía Nacional de Subsistencias Populares], Avenida Juárez No. 92, México, D.F., México.)

Lectura II. Conjunto tecnológico para la producción de gandules: su situación económica y sus perspectivas. Excerpts from the publication *Conjunto Tecnológico para la Producción de Gandules: su Situación Económica y sus Perspectivas*, by Raúl Abrams et al., Río Piedras, Puerto Rico, Universidad de Puerto Rico, Recinto de Mayagüez, Colegio de Ciencias Agrícolas, Estación Experimental Agrícola. Publicación 116, Octubre 1977, pp. 3, 4, 7, 8, 15, 17.

Lectura III. Maní (Arachis Hypogaea). By Mario A. Habit, in *Manual sobre Transferencia Tecnológica en Base a la Methodología de Aprender Haciendo*. Publicación de la Organización de las Naciones Unidas para la Agricultura y la Alimentación, Oficina Regional para América Latina, Santiago, Chile, 1982, pp. 64-70.

C. Here follows the outline of a typical lesson unit in the *Basic Manual*.

Outline of Unit VIII: La soya

Lectura I. La soya.

Cuestionario (10 questions). According to Reading I answer the following questions with complete sentences in Spanish:

Ejercicios léxicos:

I. In the text of Reading I find a noun which is the base for each one of the following derivatives (4 items):

II. Find a derived adjective for the following (2 items):

III. Find an adjective or noun related to each of the following verbs (10 items):

Ejercicios:

I. Choose the *answer* or *answers* which best complete the following sentences (multiple choice, 3 items each question; 10 questions):

II. Fill in the blanks using the vocabulary from Reading I (two items each question; 10 questions):

Lectura II. Algunas consideraciones sobre el mejoramiento genético de la soya en los trópicos.

Cuestionario (10 questions). According to Reading II answer the following questions with complete sentences in Spanish:

Ejercicio: Chose the *answer* or *answers* which best complete the following sentences (multiple choice, 3 items each question; 10 questions):

Lectura III. INTSOY: Un centro mundial de investigaciones de soya para los años 80 y para el futuro.

Cuestionario (10 questions). According to Reading III answer the following questions with complete sentences in Spanish:

Ejercicios léxicos:

I. In the text of Reading III find a noun which is the root for each one of the following (9 items):

II. Find a derived adjective for the following (5 items):

III. Find an adjective or noun related to each of the following verbs (9 items):

Ejercicios:

I. Choose the *answer* or *answers* which best complete the following sentences (multiple choice, 3 items each question; 10 questions):

II. Match the words or expressions in the column on the left with the corresponding words or expressions on the right (20 items):

III. Fill in the blanks using the vocabulary from Readings II and III (one or two items each question; 10 questions):

Diálogo.

Modismos. (Idioms taken from Readings I, II, III, and Dialogue).

A. Idioms in context (10 idioms, each with 3 examples of usage):

B. Write sentences using the following elements, changing the infinitive to another part of the verb when appropriate (10 sentences, each illustrating an idiom):

End of Unit VIII

Key to Exercises for Unit VIII.

D. The *Basic Manual* has the following organization:

1. Preface
2. Table of Contents
3. List of Credits and Copyright Permissions
4. Introduction
5. Units I-VI
6. Test Unit I
7. Units VII-XII
8. Test Unit II
9. Grammar Supplement:

   Repaso de Gramática (Grammar Review)

   I. Ser vs. Estar. Examples and exercises.

   II. Por vs. Para. Examples and exercises.
10. End Vocabulary

II. *Audio Manual*

A. The *Audio Manual* is organized as follows:

	Page
Title Page	i
Copyright	ii
Preface	iii
Personnel	v
Table of Contents	vi
LESSON 1. La Agricultura	1
LESSON 2. El Azúcar	6
LESSON 3. Los Cereales	11
LESSON 4. La Geografía	16
LESSON 5. La Silvicultura	22
LESSON 6. La Ganadería, I	28
LESSON 7. La Ganadería, II	34
LESSON 8. La Soya	40
LESSON 9. Economía Agrícola	46
LESSON 10. La Avicultura	53
LESSON 11. La Ganadería Porcina	59
LESSON 12. Algunos Cultivos Alimenticios	65

B. The typical audio lesson is organized as follows, using Lesson 3, *Los Cereales*, as an example:

Lecturas. Readings. (The Readings, which are printed in the *Basic Manual*, and recorded on the audio tape, are not re-printed in the *Audio Manual*.)

a. Los cereales

b. Trigo para el trópico

c. El granito de maíz

Ejercicios. Exercises.

1. Diálogo. Dialogue. (The Dialogue is printed in the *Basic Manual* and recorded on the audio tape; it is not re-printed in the *Audio Manual*.)

a. First reading of the Dialogue. The student listens.

b. Second reading of the Dialogue. The student repeats.

2. Repetition exercises. Repeat the following sentences:

a. Requires use of a verb in six forms of the same tense, in a complete sentence.)

b. Idem.

c. Idem.

Total items, 18.

3. Change the tense of the underlined verb, from the present to the imperfect:

a. Six different verbs, but in the same form, i.e., first person plural, in different sentences.

b. A different verb form, i.e., third person singular, of the same verbs in the same sentences.

c. A different verb form, i.e., *ustedes* form, of the same verbs in the same sentences.

Total items, 18.

4. a. Answer the following questions in the affirmative (10 questions):

b. Answer the following questions in the negative (10 questions):

Total items, 20.

5. Substitution exercise. Make the substitutions indicated (three sets of six sentences each):

Total items, 18.

6. [Functional-]Notional exercises. Time relations.

a. Repetition exercise (six items):

b. (1) Substitution exercise (six items):

(2) Substitution exercise (six items):

Total items, 18.

7. Dictation. The dictation will be read twice. Just listen during the first reading. Write the dictation during the second reading.

End of the dictation.

Now check what you have written with the text of the dictation printed in the *Audio Manual*.

End of the Audio Program for Lesson III.

(In the *Audio Manual*, where needed, the keys to the exercises are found on the page with the exercise.)

III. *Video Manual*

A. Let us recall that the videotapes consist of 48 three-minute scenes or episodes showing a North American agricultural specialist functioning in Latin America.

The main body of the *Video Manual* contains the transcripts of the audio track of these television episodes, and as such is a unique documentation of spoken Spanish.

As the Video Coordinator, Junetta Gillespie, explains in her Introduction to the *Video Manual*, the role players did not work from a written script; rather they were given a theme or topic which they then talked out in natural language. In the *Video Manual*, each transcript is accompanied by a Spanish-English "Vocabulario" of selected terms and by a "Fe de erratas" which converts certain locutions and normal slips of the tongue to a standard form of Spanish. This feature was developed by Ms. Maria Rund.

B. The *Video Manual* (pp. viii + 161) is organized as follows:

1. Title page

2. Copyright statement

3. Preface, by Bruce H. Mainous, Principal Investigator

4. Personnel credits

5. Table of Contents

6. Introduction, by Junetta Gillespie, Video Coordinator, Language Learning Laboratory.

7. Title and brief content summary of each of the 48 three-minute Episodes.

8. The transcripts of the dialogue of the Episodes, each with "Vocabulario" (Glossary) and "Fe de erratas."

C. Following are the titles and brief summaries of the videotaped episodes:

EPISODE 1.

Meeting a Local Counterpart

A North American agricultural development field worker (Agtech) drops by the office of his local counterpart (agricultural extension agent/"extensionista") shortly after his arrival in the country; they meet for the first time.

EPISODE 2.

Initial Working Session with Counterpart

Agtech and local counterpart hold an initial working session on the project proposal. The principal problems under discussion concern the unavailability of agricultural labor due to outmigration of the work force to urban population centers.

EPISODE 3.

Continuation of Working Session:
Historical Context of Sugar Cane Cultivation

The "extensionista" explains historical context as background to understanding current agricultural practice in the cultivation of sugar cane.

EPISODE 4.

Initial Meeting with Government Liaison

Agtech meets with local government official who is serving as liaison between the project and the state ministries of agriculture and education. The official invites Agtech to attend a conference on sugar cane cultivation.

EPISODE 5.

Discussing Possible Problems with Dislocation of Work Force

The local government liaison expresses scepticism based on the assumption that the proposed agricultural assistance project may cause further dislocation of the existing agricultural work force by eliminating existing jobs via increased mechanization.

EPISODE 6.

Discussing Benefits and Strategies of Proposed Project

Agtech explains various strategies of the development project, including adult education, improvements in local health care, and public works projects.

EPISODE 7.

Rescheduling an Appointment

Agtech arrives for a scheduled meeting with the local government liaison and finds the official unexpectedly unavailable. Another appointment is arranged.

EPISODE 8.

Requesting a Soil Analysis

Agtech visits a ministry agricultural laboratory to request a soil analysis. He learns that only a part of the analysis he needs can be performed in the facility and that this work will require some time before results will be available.

EPISODE 9.

Checking on the Status of the Soil Analysis

Agtech returns to the laboratory to pick up the results of the analysis, but learns that it is only partly completed and the report will not be available until a later date.

EPISODE 10.

Achieving Goals through Informal Chat with Secretary

An Agtech visits the soil laboratory to request an analysis, chats with the secretary and easily accomplishes her immediate goal. She also obtains information on how to acquire maps and geographic information from another secretary.

EPISODE 11.

Strategies for Facilitating Cooperation in Rural Community

Agtech and secretary discuss best persons to approach in order to facilitate cooperation in a rural community that is being considered as a project location. The village administrator and priest are mentioned as logical choices for an initial contact and the secretary agrees to arrange an appointment.

EPISODE 12.

Introducing a Colleague to Local Extensionist

The male Agtech introduces female Agtech colleague to cooperating local "extensionista". The extensionista at first assumes the female Agtech is the male Agtech's wife. After the misunderstanding is clarified, the three arrange an appointment to discuss details of the project.

EPISODE 13.

Requesting Clerical Assistance

Agtech requests that a secretary in a cooperating government office do some typing for him. He explains that he needs the report prior to an upcoming visit to the ministry in the national capital. The secretary accepts the job but suggests that it may be difficult to finish the task by the deadline. She takes the phone number of the Agtech and will call in case of problems.

EPISODE 14.

Checking on Progress of Clerical Assistance

Agtech returns to the local agricultural ministry office to pick up the report he asked to have typed. He finds that the work is not completed because the secretary could not understand his written Spanish. The Agtech checks his phone number to be sure he is notified in case of additional problems and reschedules the typing job.

EPISODE 15.

Checking with Official on the Status of a Report

Agtech visits a state government official to check on the status of a memorandum for the national ministry of economic planning. He is told that the report is completed and has been checked over to insure that the information clearly addresses the probable economic impact of the proposed agricultural development project. The Agtech receives the report and thanks the official responsible for its preparation.

EPISODE 16.

Discussing with Government Official on Incomplete Report

Agtech returns to the state government official because the report he received is incomplete. It does not address all the issues necessary to carry out the project. The government official will see to it that the additional information necessary to complete the report for presentation is included.

EPISODE 17.

Presenting Report and Requesting Assistance from Lab Director

The Agtech presents the report from the Director of the first stage of the study to the director of an analysis laboratory. The director asks how he can be of any more assistance, and the Agtech tells him he wants to wrap up the project and will need more analyses done in a lesser amount of time. The director tells him to leave the report and that he will do what he can.

EPISODE 18.

Accepting Criticism of Report from Laboratory Director

The report left by the Agtech for the director of the laboratory is found to be inadequate. The director feels that the assistant to the Agtech should be present in order to conclude business. The Agtech has to agree to come to the next appointment with his assistant.

EPISODE 19.

Informing Official of Termination of Project Funding

The Agtech informs the government official that funding has run out for the project. The government official does not understand since everything seemed to be running so smoothly and progress was being made. The government official says he expected as much and that they will have to resolve the problem in another way.

EPISODE 20.

Introducing Native-Speaking Assistant to Government Official

The Agtech introduces his assistant to the government official. The assistant will be in charge of working with the analysis laboratory. The state official is very happy to have an assistant to the Agtech who speaks fluent Spanish.

EPISODE 21.

Discussing Final Detail for Implementing a Project

The Agtech informs his assistant that all the necessary products for the project will arrive in two weeks' time and that it is necessary to get the tools in order. The assistant explains the necessity of a tractor for irrigation instead of mules, and offers to talk to the regional managers and land owners to see if he can get some of the necessary equipment.

EPISODE 22.

Completing and Revising Survey Questionnaire

The Agtech, his assistant and a local official get together to finish writing the survey questionnaire the Agtech wishes to use to acquire necessary information from the participants of the project. There are certain linguistic problems which need correction and they agree upon more common terms. They plan to meet in two weeks with results of the survey questionnaire.

EPISODE 23.

Discussing Survey Results and Revising of the Questionnaire

The Agtech, his assistant, and a local official meet to discuss the results of the survey. There have been some problems with the questionnaire, including some questions that are too personal, time constraints, etc. They agree to write a new questionnaire and to meet with the results in two weeks.

EPISODE 24.

Dealing with Delays in Obtaining Equipment

The assistant reports back to the Agtech on the status of the machinery he is trying to acquire in order to begin the project. The necessary equipment will not arrive in the allotted amount of time. They decide to order some other smaller equipment while they are waiting.

EPISODE 25.

Discussing the Role of the Project Engineer

The Agtech is introduced by the project engineer to a landowner. They discuss the role the engineer will have within the domain of the project. The Agtech is given a high recommendation by the project engineer.

EPISODE 26.

Discussing Personnel Needs and Requesting an On-Site Visit

Agtech meets the landowner's foreman and asks him about the availability of manpower in the area. He is told that it is available but requires good payment. The foreman describes problems they have experienced in attempting to raise soybeans in the area. Agtech requests a tour of the land and the foreman agrees. Alvarado invites the foreman to a party in Schmidt's honor to be held at the end of the week.

EPISODE 27.

The Landowner and Foreman Discuss the Status and Benefits of the Project

At a party honoring Agtech, the landowner and his foreman discuss the status of the project. They feel positively about it, and think it will inspire the confidence of the people, who will also be grateful to obtain employment.

EPISODE 28.

Problems with Insect Infestation

An insect seems to have infested the project crops. The local official doesn't know where it came from and the Agtech assures him that the seed was guaranteed for its purity. The local official suggests that the Agtech, his assistant, and the engineer attend a conference where such a problem will be discussed.

EPISODE 29.

Asking a Local Teacher to Serve as Interpretor

The Agtech is introduced to a Quechua community, but a language barrier exists. They wish to inform the workers of the insect infestation and tell them how to control the insect. They engage a bilingual Quechua-Spanish teacher to do the job and to find out how the community feels about the project.

EPISODE 30.

Asking Local Teacher to Help with Night Classes

The Agtech meets with the teacher in the Quechua community, and asks her help in teaching classes on soybean cultivation. She agrees to offer night classes for the workers in the community while the Agtech agrees to provide the necessary materials.

EPISODE 31.

Discussing the Details of Night Classes

The Agtech brings the necessary materials to the Quechua teacher, but they need to be translated. They agree to hold classes twice a week for the workers. They are too many workers so they need to be divided into two groups. They arrange to meet in a month to discuss the details after the materials have been translated.

EPISODE 32.

Discussing Problems with the Night Classes

There were two teachers but one got sick so classes were reduced to once a week. The workers are also very tired when they come to class and this presents another problem. The Agtech and local official decide to stay in the village and observe a class.

EPISODE 33.

Explaining the Termination of the Education Project

The Agtech tells the Quechua teacher that the project has been terminated and he wishes to thank her for all her efforts. She is disappointed that the classes will not continue, but says she is not surprised; similar things have happened before. The local official expresses surprise at the abrupt termination.

EPISODE 34.

Visit to a Soybean Demonstration Plot

Agtech and local agricultural extension agent visit a soybean test plot and discuss the use of the test plots as an extension strategy. During the discussion the "extensionista" notices a diseased soybean plant. The probable cause and effects of the problem are discussed and a recommendation is made by the American Agtech for the application of potassium as a remedy for the problem.

EPISODE 35.

Cooperatives and Subsistance Farming in Rural Latin America

Agtech and local "extensionista" are touring a rural agricultural area that has been organized by the government into a regional cooperative. The cooperative consists of some individuals with land holdings large enough for commercial production and others who are primarily subsistance-level farmers. The two discuss the fact that small farmers receive favorable treatment from the government banks but that little is actually known presently about their productivity.

EPISODE 36.

Problems with Providing Extension Services

Agtech, guided by a counterpart, is completing a tour of a small farm. They discuss problems of local techniques in agricultural extension practices, and Agtech resolves to bring the matter up during her next meeting with personnel in the Ministry of Agriculture.

EPISODE 37.

Mixed Corn and Soybean Production in a Well-Developed Agricultural Region

Agtech and local agricultural ministry official visit a region producing both corn and soybeans. The relative productivity and costs of both crops are discussed. Corn production leads soy in this case because no processing plant is located in the area. Possible construction of a processing plant is discussed as an incentive to increase soy production.

EPISODE 38.

Introducing an Improved Corn Variety

Agtech visits a small farmer to introduce the idea that use of an improved hybrid corn variety can produce bigger yields and higher profits. Characteristics and cultivation practices necessary for the production of the improved variety are discussed. Agtech suggests a visit to a neighboring farm where the new variety is being grown.

EPISODE 39.

Visiting an Experimental Grape Arbor

Agtech and an "extensionista" are visiting an experimental farm where the effects of irrigation and herbicide use are being tested as a means of extending grape cultivation into areas that were previously unsuitable for fruit growing.

EPISODE 40.

Extending Credit to Small Farmers

Agtech is visiting the farm of an agriculturist who is a participant in a government program extending credit and agricultural assistance to small farmers. The farmer is pleased that the program provides financing in advance of the harvest but is displeased that he is required to use seeds that are inappropriate for his region and fertilizer that he doesn't know how to apply. Much of the difficulty is related to the lack of supervision by government extension personnel. Agtech agrees to transmit these needs to the ministry and personally provides such assistance as he can toward the solution of the problems.

EPISODE 41.

Farm Management by a Female Head of Household

Agtech and a local "extensionista" interview a woman who is responsible for the management of her family farm while her husband works in the United States. Older children assist with child care, and the woman manages with the aid of money sent home by her spouse. She does experience difficulties with a lack of helpers to provide manual labor and with encroachment by neighbors on her parcel of land, but believes these problems will be resolved when her spouse returns.

EPISODE 42.

A Model Dairy Cooperative, Part I

Agtech and a representative of the state ministry of agriculture are touring a model dairy cooperative that was set up with funding through a World Bank loan. Numbers of participants, unit productivity and plans for new programs are discussed.

EPISODE 43.

A Model Dairy Cooperative, Part II

After touring the cooperative milk processing plant, Agtech and local ministry official begin a discussion of feed storage and its relationship to productivity and possible expansion of the dairy cooperative. Expansion of the cooperative to new families will be possible only if feed production and storage are increased.

EPISODE 44.

Participating in a Crop Rotation Program

Agtech and a local "extensionista" are making a tour of a small farm which is participating in a soil conservation program involving crop rotation. Although the program of crop rotation does increase yields, the farmer is perplexed because the government is slow in paying loans extended as an inducement to adopt the program. The farmer becomes impatient when the extensionista is unable to explain the slowness or to assure him when payment will be made. The extensionista suggests they discuss this problem later.

EPISODE 45.

Problems of Non-Membership in a Regional Cooperative

Agtech discusses transportation and marketing problems with a small farmer who has not participated in a regional cooperative. In previous years the farmer had the use of a relative's truck for transporting crops to market but his assistance is no longer available and he is now at a disadvantage marketing independently in an organized area. Agtech agrees to approach colleagues on the regional cooperative to ask that membership be extended to the farmer.

EPISODE 46.

Discussing a Crop Insurance Program

A local extension agent of the agricultural ministry visits a small farmer to discuss whether the farmer has kept up with payment for the government crop insurance program. The "extensionista" informs the farmer that compensation payments have been increased. The farmer thanks the extensionista, but points out that various neighbors have not received word of the new payment levels.

EPISODE 47.

Fruit Production for Crop Diversification

Agtech and a state agriculture ministry official are visiting an apple orchard where a project to train local farmers in techniques of fruit cultivation is underway. The initial experiment has been successful, and is being expanded to new varieties of fruit trees due to adoption of improved pollenization techniques.

EPISODE 48.

Sponsorship of Improved Horticultural Techniques

Agtech and state ministry official are touring a state experimental station where small farmers are receiving training and assistance to promote the establishment of grapes as a regional fruit crop. Ministry assistance provides improved technology for both cultivation and statistical record keeping as aids to production and marketing.

IV. *The PLATO Component*

The PLATO component of the Spanish for Agriculture instructional materials is another of the supplementary components developed by the Language Learning Laboratory to assist agricultural specialists in attaining mastery over the syllabus materials. The on-line PLATO lesson assumes an entry level competency equal to two semesters of regular university Spanish instruction. The computer-based lesson has sufficient materials for between twelve and sixty hours of instruction, depending upon the progress of the individual student. The computer lessons are designed to increase reading comprehension and boost the passive vocabulary of the student within the domain of Spanish for agricultural purposes.

The overall lesson structure consists of twelve units based on readings from each of the chapters in the basic syllabus. The selected readings are representative of the materials contained in each chapter and focus on a specific domain of available literature on agricultural subjects. The selected readings are as follows:

1. El papel de la agricultura y la ganadería en la economía general
2. El azúcar
3. El granito de maíz
4. Trigo para el trópico - 2 partes
5. Qué y cómo es el frijol
6. El ámbito geográfico
7. Desarrollo agropecuario
8. Estamos viviendo en la edad de la madera
9. Características regionales de la ganadería de bovinos en México - 2 partes
10. Utilización del follaje de pino en la alimentación de vaquillas en crecimiento
11. Ganadería a 4.000 metros
12. Producción de carne con pasto pangola solo o asociado con leguminosas tropicales - 2 partes

The text for each unit is preceded and followed by a test of reading comprehension. The pre-test is based on a paraphrased passage from the unit text. It was designed to present contextualized test items of an increasing magnitude of difficulty. The multiple-choice items proceed from tasks which require discrete point to more integrative-type skills. The first five items are aimed at the student's skills at gathering factual information from the text (definitions, synonyms, grammatical points, etc.). The last five items are aimed at skills which involve synthesis and inferencing from the text (such as choosing the best title, giving the best sequential order for sentences summarizing the passage, choosing the best concluding statement, etc.). In the event that the student gets 80% of the items right on the pre-test, the

suggestion is made to by-pass the current unit and select another reading topic. However, the decision to choose another topic or go on with the present unit is always left to the discretion of the individual student.

The core reading for each individual unit in the computer-based lesson is presented in the form of an "Interlinear Translator." This interactive computer program enables the student to read as much of the text as possible without assistance and request as little or as much help as is necessary through computerized glossing or translation of the text materials. The text is first presented twenty lines at a time on the PLATO screen, and the student is given the option to request more detailed information on a particular line by moving an arrow to the line and pressing the DATA key. The program then expands the text so that only five lines are displayed with spaces between the lines where the specific information requested may be lined up with the Spanish text. Further information is requested by moving a line-marker into position under the necessary word. The student then presses DATA again and the information is displayed on the screen beneath the word or at the bottom.

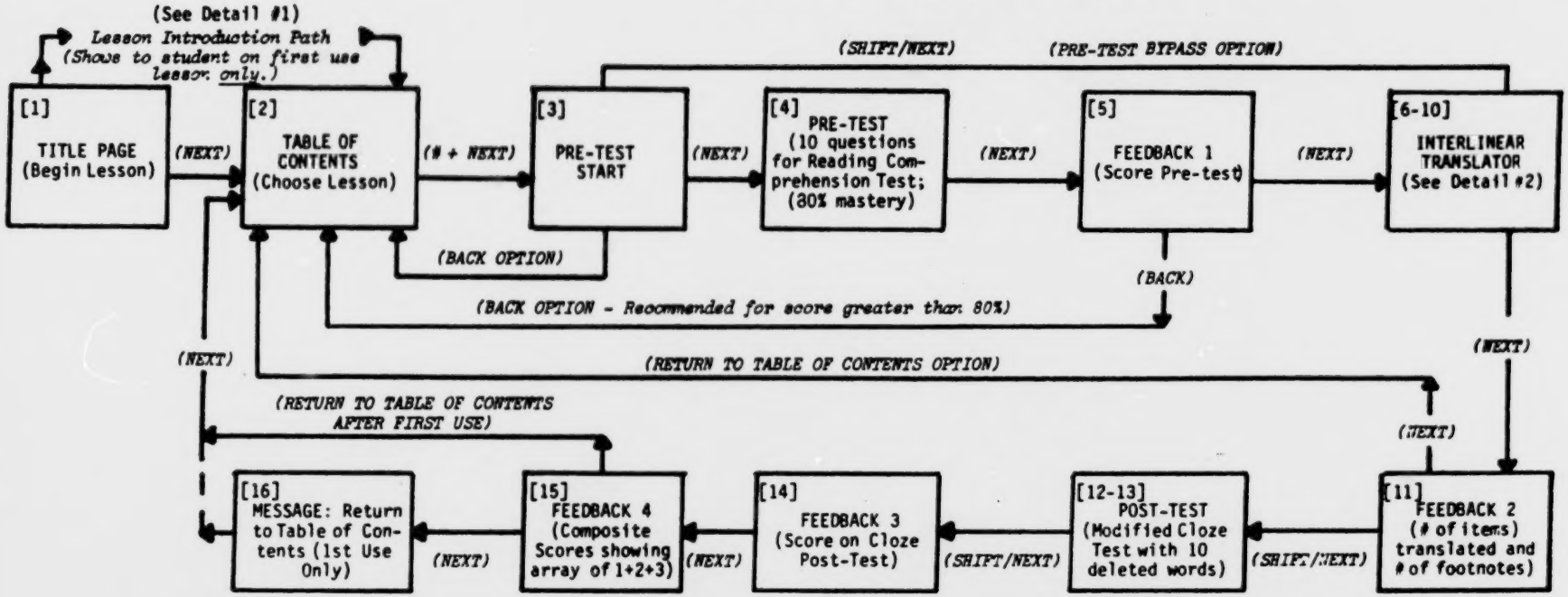
The "Interlinear Translator" enables the translation of all words at the idiomatic level, the translation of marked (+) key words at the literal level (literal-marked verbs are always glossed in the infinitive), and marked verbs (*) are referenced in footnotes containing their conjugation and specific information on irregular or stem-changing verbs. Help is available to the student at all levels within the program. By pressing the HELP key, the student is shown the functions of all active keys and basic instructions for how to use the "Interlinear Translator" program. After completing the reading passage, the student is given raw scores indicating the number of times that the translation facility was used and the number of times that footnotes were requested. Then the student is given the option either to return to the Table of Contents and choose another unit or to take a post-test which will give additional information on the acquired level of reading comprehension.

The post-test is a modified cloze exercise based on a text passage similar to the specific text unit in vocabulary and reading level. Choices of various verbs, nouns and modifiers are indicated in a reserved area under the cloze passage. The student must choose the correct word from the available possibilities and write the chosen response into the indicated blanks in the cloze exercise. Note that the words are deleted according to the significance as vocabulary necessary for text comprehension rather than according to a fixed interval of deletion. The student can skip ahead to another blank and make changes in answers already entered until all the blanks are filled in. The student then presses SHIFT/NEXT to grade the post-test and go on with the lesson. Before going on the program shows the student's score on the post-test.

After completing an entire unit, the student is given a cumulative display of all scores for the pre-test, translated words and footnotes accessed, and post-test. This information is presented to assist the user in making a decision about whether or not he/she needs to repeat any portion of the unit or return to the Table of Contents for the selection of another topic. Alternate paths are available throughout the units which enable the student to move easily between both units and sections within units. We believe that this freedom to guide the events in the learning experience is ideal for self-disciplined adult language learners having a high degree of motivation to achieve mastery over the materials. This open-ended and self-pacing instructional paradigm should allow the intended audience of agricultural assistance experts to make the fullest use of the time that is available to them for improving their reading skills in the technical register of Spanish for Agriculture.

The following Flow Charts illustrate the lesson design incorporated in the PLATO component. These are followed by examples of the PLATO screen displays.

AGSPAN LESSON OVERVIEW


(See Detail #1)
Lesson Introduction Path
(Shows to student on first use lesson only.)
[1] TITLE PAGE (Begin Lesson)
(NEXT)
[2] TABLE OF CONTENTS (Choose Lesson)
(# + NEXT)
[3] PRE-TEST START
(NEXT)
[4] PRE-TEST (10 questions for Reading Comprehension Test; (80% mastery)
(NEXT)
[5] FEEDBACK 1 (Score Pre-test)
(NEXT)
[6-10] INTERLINEAR TRANSLATOR (See Detail #2)
(SHIFT/NEXT)
(PRE-TEST BYPASS OPTION)
(BACK OPTION)
(BACK)
(BACK OPTION - Recommended for score greater than 80%)
(NEXT)
(RETURN TO TABLE OF CONTENTS OPTION)
(RETURN TO TABLE OF CONTENTS AFTER FIRST USE)
(NEXT)
(NEXT)
[16] MESSAGE: Return to Table of Contents (1st Use Only)
(NEXT)
[15] FEEDBACK 4 (Composite Scores showing array of 1+2+3)
(NEXT)
[14] FEEDBACK 3 (Score on Cloze Post-Test)
(SHIFT/NEXT)
[12-13] POST-TEST (Modified Cloze Test with 10 deleted words)
(SHIFT/NEXT)
[11] FEEDBACK 2 (# of items) translated and # of footnotes)

NOTE: 1. Shift/Stop from any point in the lesson allows either exiting the lesson (setting a flag for allowing the student to restart from exit point) or returning to the Table of Contents.

2. Use of feedbacks allows self-diagnosis by student of reading comprehension. The options are to re-do the "lectura" or to return to the Table of Contents and choose another subject.

3. Details of two sections are available: Detail #1 (Lesson Introduction Path) and Detail #2 (Interlinear Translator).

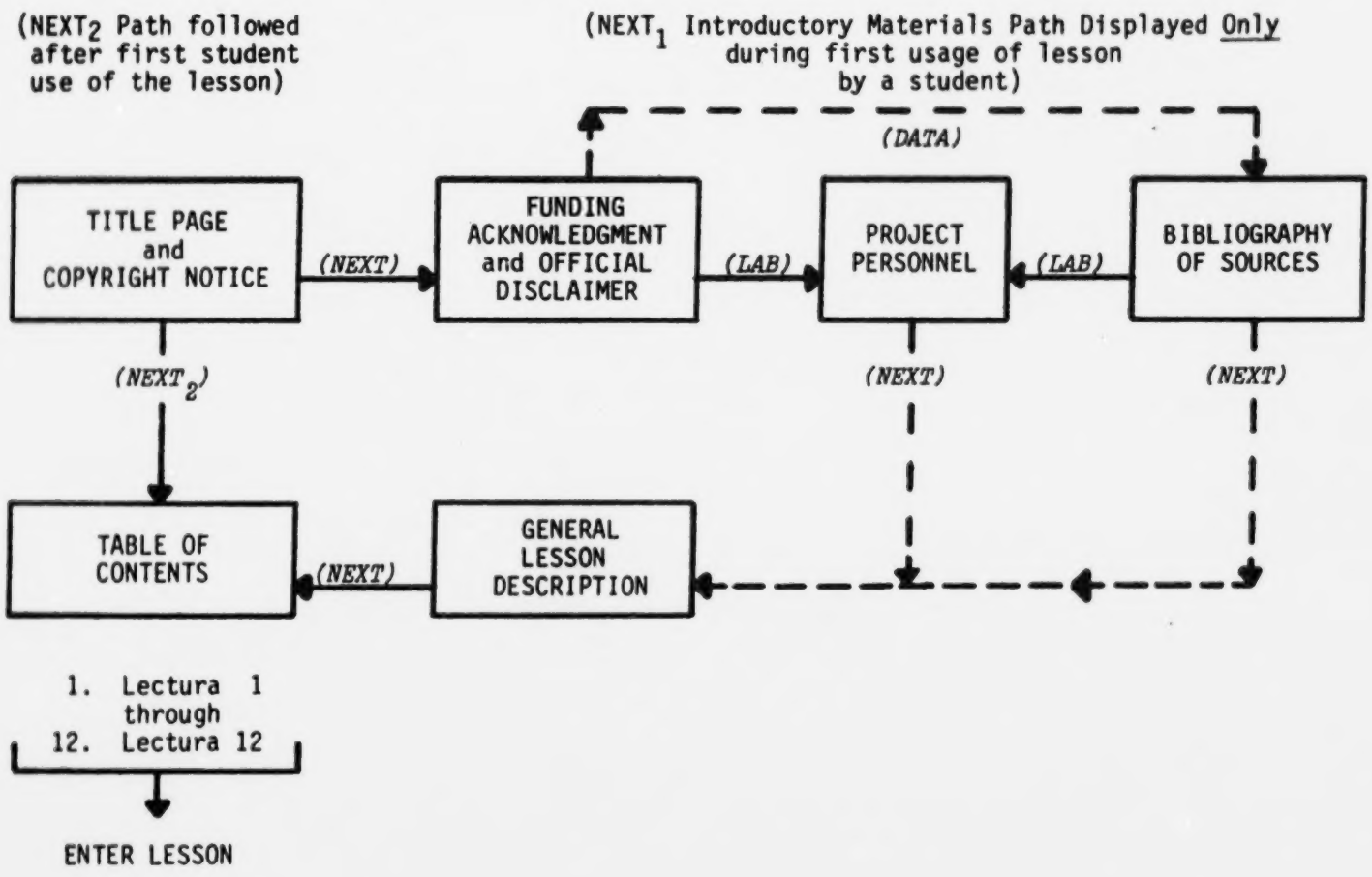
Feedback #1 = Percentage and raw score for 10 question discrete point pretest on reading comprehension.
Feedback #2 = Raw scores for number of words translated and number of verb footnotes accessed.
Feedback #3 = Percentage and raw score for 10 blank modified Cloze Post Test.
Feedback #4 = Aggregate display of scores from 1, 2, and 3.

The numbers in brackets correspond to accompanying screen prints.

BEST COPY AVAILABLE

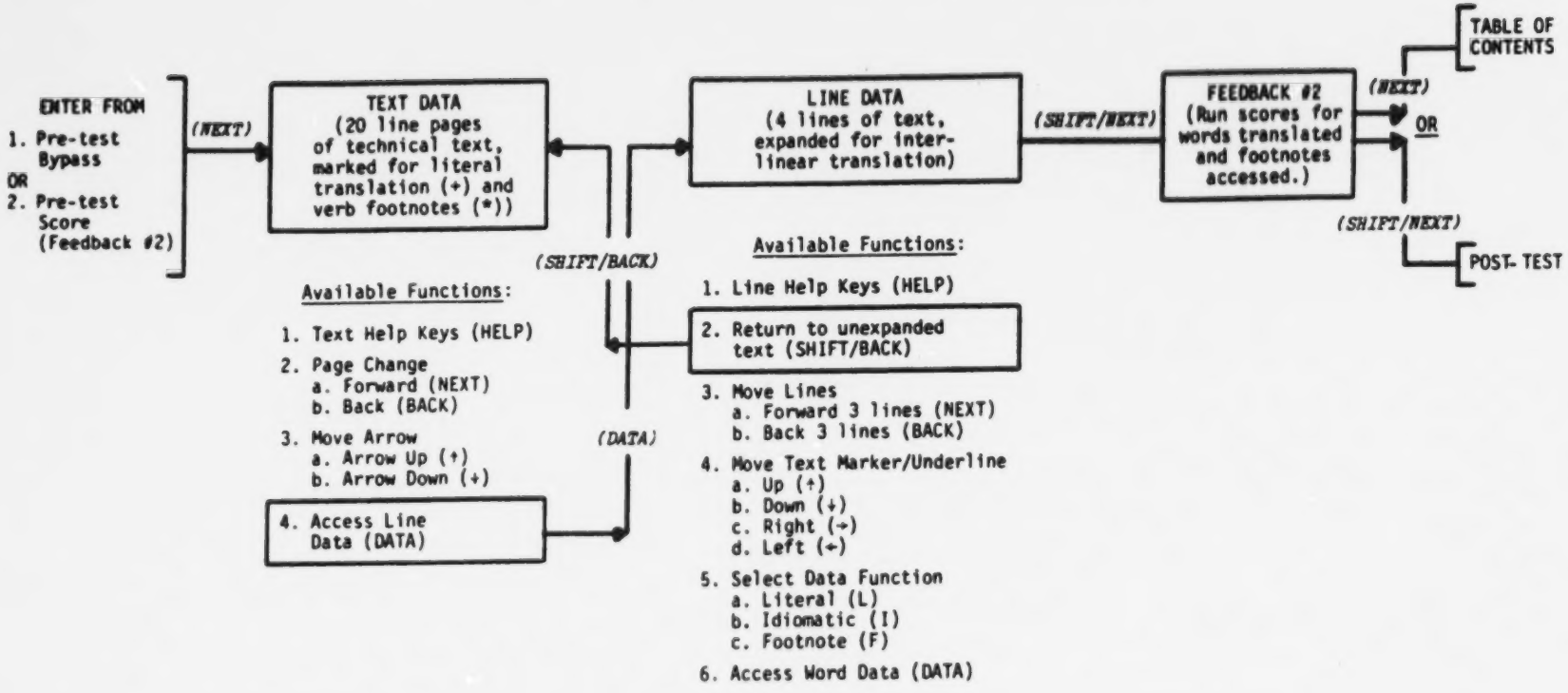
(DETAIL #1)

AGSPAN LESSON INTRODUCTION



(DETAIL #2)

INTERLINEAR TRANSLATOR DEVICE



BEST COPY AVAILABLE

Screen Print 1 →

Spanish for Agriculture

Interactive Language for Specific Purposes Lesson Materials Developed by the Language Learning Laboratory of the University of Illinois at Urbana/Champaign.

© 1983, Board of Trustees, University of Illinois

Press NEXT to continue

Table of Contents

1. El papel de la agricultura y ganadería en la economía general
2. El azúcar
3. El granito de maíz
4. Trigo para el trópico - 2 Partes
5. Qué y cómo es el frijol
6. El ámbito geográfico
7. Desarrollo Agropecuario
8. Estamos viviendo en la edad de madera
9. Características regionales de la ganadería de bovinos en México - 2 Partes
10. Utilización del follaje de pino en la alimentación de vaquillas en crecimiento
11. Ganadería a 4.000 metros
12. Producción de carne con pasto pangola solo o asociado con leguminosas tropicales - 2 Partes

Please select the reading lesson by number.

> 1

← Screen Print 2

BEST COPY AVAILABLE

Screen Print 3 →

Lectura Uno

TEST

You will be given a reading passage and a series of eight questions to answer. The reading passage will always remain on the screen for your reference.

If you give a correct answer to a question, it will automatically be graded MUY BIEN!

If you give an incorrect answer you will be told why it is incorrect, but you will NOT be permitted to change your first answer.

REMEMBER: This test is meant to suggest whether you should read this 'Lectura' or go on to the next one.

Press NEXT for the test
SHIFT-NEXT for the 'Lectura'
BACK for the Table of Contents

Hasta el siglo diecineuve la agricultura y la ganadería en muchas porciones de nuestro globo exigían tanta mano de obra que la gran mayoría de los hombres tenían que dedicarse al menos en parte a la industria agrícola-ganadera, pero el invento de maquinaria en tiempos modernos ha reducido increíblemente la demanda de trabajo físico. En las sociedades más industrializadas del mundo moderno, como E.E.U.U. y Escandinavia, un porcentaje cada vez menor de la población basta para producir no tan sólo lo suficiente para abastecer al resto del país sino hasta para exportar un exceso a otras partes del mundo.

An appropriate English equivalent for the word "ganadería" in the above text would be:

a. earnings
b. livestock raising
c. cattle herder
d. wealth

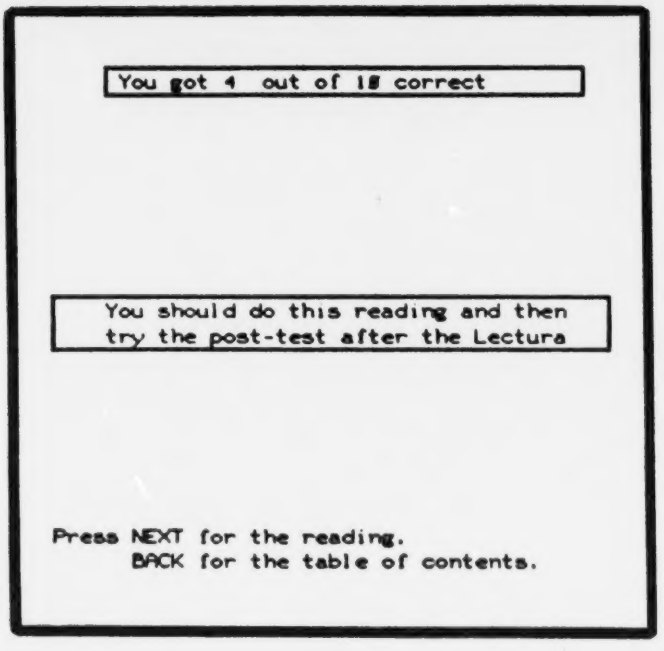
b
Muy bien!

Press NEXT for question no. 2.

← Screen Print 4

BEST COPY AVAILABLE

Screen Print 5 →


You got 4 out of 10 correct
You should do this reading and then try the post-test after the Lectura
Press NEXT for the reading.
BACK for the table of contents.

← Screen Print 6

Screen Print 7 →

El papel de la agricultura y ganadería en la economía general

El hombre es** un animal social que sólo bajo
→ circunstancias muy excepcionales suele**
vivir en aislamiento*. La agrupación de los seres humanos en colectividades implica* una división de la labor necesaria para sostener* y amenizar* la vida. Las necesidades básicas las constituyen la alimentación*, la indumentaria* y la vivienda. Para satisfacer esas necesidades las sociedades más primitivas dependen* de sólo dos tipos de industria, la extractora y la manufacturera. Es decir, obtienen** su comida mediante la cacería*, la pesca* y la simple recolección de frutas y plantas silvestres* y suelen* fabricar* sus viviendas y elaborar su ropa* con materiales encontrados en la naturaleza*. Pero una población* sólo medianamente*→ densa pronto agota** los recursos* disponibles* para una sociedad tan sencilla* en una zona dada. Por lo tanto tienen* que llevar una vida nómada,

---

Options available are:
NEXT.....for the next page of the story
BACK.....for the previous page of the story
"w" or "x"..move the cursor up and down the page
DATA.....for help with the line marked by the cursor
SHIFT-NEXT..to quit.

ganadería en la economía general

El hombre es** un animal social que sólo bajo

---

circunstancias muy excepcionales suele**
to be accustomed to

---

vivir en aislamiento*. La agrupación de los seres

---

humanos en colectividades implica* una división de

Current type: LITERAL Press HELP for instructions

→ Screen Print 8

BEST COPY AVAILABLE

Screen Print 9 →

ganadería en la economía general

El hombre es** un animal social que sólo bajo

circunstancias muy excepcionales suele** vivir en aislamiento*. La agrupación de los seres
to be accustomed to
is used to

living

humanos en colectividades implica* una división de

Current type: IDIOMATIC Press HELP for instructions

ganadería en la economía general

El hombre es** un animal social que sólo bajo

circunstancias muy excepcionales suele** vivir en aislamiento*. La agrupación de los seres
to be accustomed to
is used to

living

humanos en colectividades implica* una división de

Current type: FOOTNOTE Press HELP for instructions

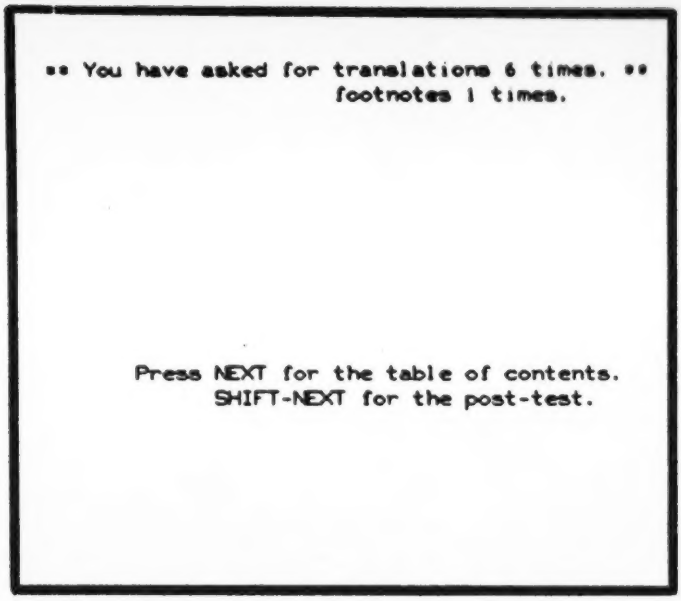
2. suele - soler / 3rd person singular / present tense
stem changing - o to ue

I	you	he	we	they
suelo	sueles	suele	solemos	suelen

← Screen Print 10

BEST COPY AVAILABLE

Screen Print 11 →


** You have asked for translations 6 times. **
footnotes 1 times.
Press NEXT for the table of contents.
SHIFT-NEXT for the post-test.

Before you begin the next reading lesson, please take the following comprehension test by filling in each blank with a word of your choice from the box of choices given under the passage.

You may fill in the answers in any order you wish by pressing -NEXT- to skip ahead.

You may re-enter an answer by pressing -SHIFT ERASE- to erase the previous answer and then fill in the new one.

When you finish the test, you will be given a score --- the percentage of correct answers --- indicating your comprehension of the paragraph.

Please note that an answer has to be exactly correct in the context of the reading text to be counted in your score.

Press -NEXT- to begin the test.

← Screen Print 12

BEST COPY AVAILABLE

Screen Print 13 →

Sólo el desarrollo de una _tercera_ industria, la agropecuaria, permite el asentamiento de poblados y la _creación_ de una verdadera civilización. _cuando_ los hombres aprenden el arte del cultivo y la cría del _ganado_, eso representa un avance notable en la eficiencia de la división del _labor_. Se _requiere_ una porción cada vez menor del _tiempo_ y de los esfuerzos de la sociedad para _producir_ las necesidades básicas y, por consiguiente, eso permite la canalización de las _energías_ del pueblo hacia otras actividades que, en los mejores casos, _pueden_ mejorar notablemente la calidad de la vida.

Verbs	Nouns	Modifiers
requiere producir pueden	creación ganado trabajo energías tiempo	cuando tercera

NEXT To store an answer. SHIFT-ERASE To erase an answer. SHIFT-NEXT To receive a score.

MICRO-n for ~ MICRO-e for ´

You got 8 out of 18 correct.

You will now be given a record of your scores on the pretest, numbers of translations used, numbers of footnotes used, and the post-test. Use this information to assess your progress and to determine wether or not to continue on to the next Lectura.

Press NEXT to continue.

← Screen Print 14

BEST COPY AVAILABLE

Screen Print 15 →

On the pre-test: your score was 48%.

In the Lectura, you asked for translations 6 times and footnotes 1 times.

On the post test you scored 88%.

In the event that you would like to improve your scores, you may re-enter the unit from the table of contents.

Press [NEXT] to leave.

We hope that your use of this Agricultural Spanish lesson has aided your reading comprehension and understanding of Spanish for agricultural purposes.

You will now be returned to the Table of Contents to continue your studies.

Press [NEXT] to continue.

← Screen Print 16

BEST COPY AVAILABLE

V. *Personnel*

The following students, faculty, staff, and administrators of the Universith of Illinois at Urbana-Champaign were involved in this project, either actively or in an advisory capacity:

A. Coordinating Council on Foreign Languages for Special Purposes:

William L. Plater, Associate Director, School of Humanities; Assistant Professor, School of Humanities (since 1983 Dean of the College of Liberal Arts and Sciences, Indiana-Purdue University at Indianapolis)

Allen Purves, Director, Curriculum Laboratory; Professor of English Education

Hanns Martin Schoenfeld, Director, Office of West European Studies; Professor of Accountancy

Edward E. Sullivan, Jr., Associate Director, School of Humanities; Assistant Professor, School of Humanities

Bruce H. Mainous, Director, Language Learning Laboratory; Professor of French; Chair

B. Project Staff:

Principal Investigator: *Bruce H. Mainous*

Business Manager and General Editor: *Ellen L. Abell*

Foreign Language Area Resource Person: *William Curtis Blaylock*, Department of Spanish, Italian and Portuguese

Professional Area Resource Persons: *Daniel Gianola* (Fall 1981), Department of Animal Science

Philip García (Spring 1982-date), Department of Agricultural Economics

Félix Carvallo (1981-82), Department of Agricultural Economics, University of Illinois and University of Mexico

Spanish Language Editor: *María T. Rund*

Technical Personnel (Team Leaders):

Audio - *Rachel Manwell*

Electronics - *Richard F. Gallivan*

PLATO - *Robert S. Hart*

Video - *Junetta B. Gillespie*

Technical and Production Personnel:

Audio Assistant - *María T. Rund*

Lesson Writer, *Basic Manual* - *Thomas E. Lundgren*

PLATO Lesson Designer - *Robert L. Blomeyer, Jr.*

PLATO Programmers: *Maurice K. Wong* (1981-82)

Stephen E. Simpson (1982-date)

Video Assistants: *Bernice Blatt (Surabela Blatt-Fabian)* (Spring 1982)

Robert L. Blomeyer, Jr.

Typists: *Ida Mae Hanke, Marilyn Roskum, Rita R. Scott, Ann R. Shinall, Mary A. Todd*

Final Manuscript Typists: *Ellen L. Abell, María T. Rund, Rosemarie Sisco, Eva Thorpe*

C. Audio Component:

Rachel Manwell - Audio-Visuals Coordinator, Language Learning Laboratory

María T. Rund - Spanish Language Recording Specialist and Editor

Audio Manual:

María T. Rund - Editorial Assistant

Bruce H. Mainous - Lesson Design and Exercises

Recording Studio Interpretations by:

María T. Rund, Coordinator

Antonio González

Anna J. Sandoval

Margarito Soliz

D. Video Component:

Video Research and Development Personnel:

Junetta B. Gillespie - Video Coordinator, Language Learning Laboratory

Robert L. Blomeyer, Jr. - Production Assistant, Lesson Designer

Bernice Blatt - Video Production Assistant

Anna J. Sandoval - Editorial Assistant

María T. Rund - Editorial Assistant

On Camera Portrayals by:

Manuel Alvarado
Félix Carvallo
María Carvallo
Carmen Chuquín
L. Antonio González
Ana Jenkins
Charles J. Mitchell
Anna J. Sandoval
Karl Schmidt
Vickie A. Sigman
Margarito Soliz

Production Editor: *Ellen L. Abell*

E. Computer (PLATO) Component:

Coordinator, Computer-Assisted Instruction (CAI): *Robert S. Hart*, Associate Director, LLL

Lesson Designer: *Robert L. Blomeyer, Jr.*, LLL Staff member

Linguistic Advisor: *William Curtis Blaylock*, Department of Spanish, Italian and Portuguese

Content Advisors: *Daniel Gianola*, Department of Animal Science, College of Agriculture

Philip García, Department of Agricultural Economics, College of Agriculture

Félix Carvallo, Agricultural Economics, University of Illinois and University of Mexico

Test Development and Implementation: *Anna J. Sandoval*, LLL Staff member

Original Development of the "Interlinear Translator": *M. Keith Myers*, Department of French; formerly Director, Language Laboratory

Programming Consultants: *Stephen E. Simpson*, LLL Staff member

Maurice Wong, LLL Staff member

Database Entry: *Anita Nelson*, Department of Spanish, Italian and Portuguese, LLL Staff member

Anna J. Sandoval, Program in Multicultural Bilingual Education, College of Education, LLL Staff member

F. Consultants ad hoc:

Carl W. Deal, Latin American Librarian

Paul W. Drake, Director, Center for Latin American and Caribbean Studies

Bonnie J. Irwin, Research Associate, International Agriculture

Earl D. Kellogg, Associate Professor, Agricultural Economics; Associate Director, International Agriculture

Fernand Marty, Professor of French and Computer-Assisted Instruction

Thomas A. McCowen, Assistant Director, International Agriculture and INTSOY

M. Keith Myers, Associate Professor of French

John W. Santas, Assistant Professor of International Training and Communications, International Agriculture and INTSOY

Tony Silva, Intensive English Institute

William N. Thompson, Associate Dean, College of Agriculture; Director, International Agriculture; Assistant Vice-Chancellor for Research

Harry C. Triandis, Professor of Psychology

Rudolph C. Troike, Director, Multicultural-Bilingual Education

VII. *Conclusion*

A. Duration of the project

The original proposal put forward by the Coordinating Council on Languages for Special Purposes asked for funding for a three-year project to develop materials in five different languages for three different fields. In granting funds for one language, Spanish, in one field, Agriculture, the granting agency suggested a duration of one year. At the end of that year, with all the funds expended except for a small amount in the wages category, the project team requested and was allowed an extension of three months, with no additional funds. By this time the working team had largely dispersed, being no longer on any payroll, but the basic work of the project had been completed. For the finishing work, the final stages of production and editing, both María T. Rund and Robert L. Blomeyer, Jr., were retained on a part-time basis. Two factors then delayed completion and release of the materials: (a) much final typing and editing now had to be done by the regular LLL Staff, who because of their normal duties could not always give first priority to this project; (b) the difficulty of obtaining copyright permissions for some of the reading selections. At the time of this writing, one selection, "El ámbito geográfico," by José Juan Arrom, is still restricted due to the condition imposed by the publisher Harper and Row, that up to a thousand copies may be made but may not be circulated off the University of Illinois campus. An appeal has been made

to this publisher to allow free circulation, and in a telephone conversation we were told that this request will probably be considered favorably. It should be explained that the delays in obtaining copyright permissions were due to tardiness both of requests and responses rather than resistance. Most of our requests were made to publishers in Latin America, and the slow pace of international mails seems to be mainly responsible. Without exception, the Latin American publishers and editors responded graciously, some even sending us more materials, and without asking for any fee. Harper and Row required a fee of $50.00. If Harper and Row refuses to allow free circulation we shall drop that selection from the version of the materials to be circulated beyond the confines of the University of Illinois.[1]

B. Finances

The funds allotted to the project were divided into salaries and wages, expense, and indirect costs. The salary funds were paid out as described in the proposal and in the main were adequate during the funded period. The expense fund of $300 was quite inadequate due to the volume of copying necessary.

C. Copyrights

This subject was touched on above, but needs further treatment. The difficulties of correspondence to obtain copyright permissions were not realized before it was too late. Anyone utilizing materials for which copyright permissions must be obtained would be well advised to start the procedure immediately upon identifying a selection.

D. Distribution

Copies of the *Basic Manual*, the *Audio Manual* and the Audio Cassettes may be ordered directly from the Language Learning Laboratory, G70 Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801. It is recommended

---

[1]Harper and Row has since lifted this restriction but has retained the limit of 1000 copies.

that these components be used together. The *Video Manual* and the Video Cassettes are also to be ordered from the same address, but may be used independently of the other materials. The PLATO component may be used free of charge by anyone with access to the PLATO terminal on the University of Illinois Network. Arrangements for other PLATO networks can be made with Control Data Corporation of Minneapolis. The *Basic Manual*, the *Audio Manual* and the Audio Cassettes, and the *Video Manual* and the Video Cassettes will be sold on a cost-recovery basis, since no profit mark-up is allowed, the University of Illinois being a non-profit institution. Since this project was funded by the U.S. Department of Education, it is understood that Federal Government offices and personnel have free use of the materials. Free use of the Audio Cassettes and the Video Cassettes is available to anyone on the University of Illinois campus in Urbana. The Audio Cassettes and two copies of the *Audio Manual* are kept in the Audio Laboratory, Room G17 Foreign Languages Building. The Video Cassettes and a copy of the *Video Manual* are deposited in the Media Learning Center of the University of Illinois Undergraduate Library, and are available upon request.

IX. Acknowledgment

In conclusion, we wish to acknowledge the advice, help, and indulgence of the professional and scholarly staff of the U.S. Department of Education, notably Ms. Julia Petrov, Ms. Joan Cassidy, Ms. Flora MacKenzie, Mr. Joseph Belmonte, and Mr. Richard Thompson.

Respectfully submitted,

Bruce H. Mainous

Bruce H. Mainous
Principal Investigator
July 27, 1984